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AUTHOR Drake, J. Bob; And Others
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ABSTRACT

This report entails background information and a proposed model for assessment of personnel responsible for curriculum development and management in Vocational-Technical education in Alabama (the result of a state/federal-funded project entitled "Vocational Education Curriculum Operation--Management Plan" or VO-ED COMP). Four approaches to personnel evaluation are reviewed: (1) trait evaluation, (2) work measurement evaluation, (3) job description evaluation, and (4) evaluation by results. Examples and forms are provided for each type, and - major strengths and weaknesses are given. Possible evaluators are listed as (1) supervisors, (2) peers, (3) self, (4) subordinates, and (5) outsiders. Specific steps for implementing the model are listed, forms are included and a timetable is given. An annotated bibliography of pertinent literature is found at the end of the report. (Author/CT)

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A MODEL AND GUIDE FOR THE ASSESSMENT OF CURRICULUM DEVELOPMENT PERSONNEL IN ALABAMA'S VOCATIONAL-TECHNICAL EDUCATION SYSTEM

PROJECT NO: AL-RD2-A7-029

Publication #3 of
PROJECT VO-ED COMP
(Vocational Education Curriculum Operation--Management Plan)

by
J. Bob Drake
and
M. J. Iverson
Jim Johndrow
Jim Kelly
Project Staff

The Department of Vocational and Adult Education
School of Education
Auburn University

in cooperation with

The Division of Vocational Education
Alabama Department of Education

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ABSTRACT

This report entails background information and a proposed model for assessment of personnel responsible for curriculum development and management in Vocational-Technical education in Alabama. It is the result of a State/Federally funded project entitled, "Vocational Education Curriculum Operation--Management Plan" (VO-ED COMP). Project staff conducted an extensive review of related literature, held an informational meeting with current personnel involved in vocational curriculum work, and developed the model described in the publication.

A review was made of the four approaches to personnel evaluation: (1) trait evaluation, (2) work measurement evaluation, (3) job description evaluation, and (4) evaluation by results. Examples and forms were provided for each type and major strengths and weaknesses were given. Possible evaluators were listed as: (1) supervisors, (2) peers, (3) self, (4) subordinates, and (5) outsiders.

Result-centered appraisal was suggested as the assessment model best suited for Alabama's vocational curriculum personnel. Specific steps for implementing the model were listed, forms were included and a timetable was given. An annotated bibliography of pertinent literature is found at the end of the report.

FOREWORD

The basic idea for conducting an evaluation is to bring about improvement. With accountability at the forefront of discussion in vocational education today, serious attempts must be made to meet organizational goals as well as to fulfill and satisfy the needs of individuals who comprise that organization. Too often in the past one of these focal points has been forsaken for the other.

This publication addresses the topic of assessing people and attempts to provide assistance to persons involved in establishing a positive approach to comprehensively appraising individual personnel involved in curriculum development in all areas of vocational education.

The primary purposes of this publication are to present a brief review of approaches to personnel appraisal, present a model for personnel assessment and briefly describe the concepts and implementation procedures related to the model, and provide the basic forms needed to realistically initiate the plan.

There are no panaceas for improving performance of personnel. However, it is felt that the "Management by Objective" school, when somewhat modified to the concept of "Results-Centered Appraisal" offers much to the personnel assessment of vocational curriculum personnel.

Since people determine the success or failure of any program, it should be constantly in the minds of those evaluating and those being evaluated that the purpose of personnel assessment is to improve the effectiveness of people. If personnel assessment is used in a punitive manner, it may be harmful to the persons involved and to the organization. If the assessment process is used in a positive manner, it is worthwhile and can lead to professional growth, increased efficiency in accomplishing goals, and greater achievement of both individuals and organizations.

The writers are grateful to a number of people without whose help this publication would not have been possible: to vocational curriculum developers Mr. Alvin Holcomb, Ms. Billy Ashmore, Ms. Sue Smith, Mr. James Kendrick, Mr. Fred Colburn, and Ms. Ruth Stovall for initial reactions to personnel evaluation at a planning meeting; to a publication review committee, Mr. A. C. Allen, Dr. Richard Baker, Mr. James Beckham, Mr. R. O. (Bob) Bugg, Mr. James Kendrick and Ms. J. Sue Smith; to the Project Steering Committee, Messrs. A. C. Allen, James Beckham, John Blackwell, Bob Boshell, R. O. (Bob) Bugg, E. L. Dyess, Earl Gates, J. Robert Hollis, James Kendrick, Dr. George Martin, Dr. Douglas Patterson, Dr. Prince Preyer, William Reitz, Dr. Cayce Scarborough, Bob Schremser, Dr. George Stephens and Ms. J. Sue Smith and Ms. Eleanor Johnston; to the Project Monitor, Dr. Douglas Patterson, and Project Evaluators, Dr. Paul Scott and Mr. Lee Morris, University of Georgia; to Mr. Fred Hill for assistance in editing the manuscripts; and finally to Mrs. Flossi Blake, Mrs. Lorene Burleson, Ms. Sandra Roberts and Ms. Paula Walls for a fine job of word processing!

APPROACHES TO PERSONNEL ASSESSMENT: A REVIEW

Any assessment of vocational curriculum personnel should serve as a guide for personnel development as well as an attempt to measure job performance. This chapter is a brief review and orientation to personnel evaluation.

Personnel management evaluation and research has undergone tremendous evolutionary changes over the past fifty years. There are four primary approaches to personnel evaluation. They are: (1) the trait approach; (2) the work measurement approach; (3) the job description approach; and (4) the "results" approach. The following is a review of each of the four basic approaches.

Trait Evaluation

The trait approach is based on the assumption that once a person becomes familiar with his job, he tends to develop an individual style, or a characteristic way of performing in his area of responsibility. His curriculum developing, teaching or administrative style is determined partially by his personality and partially by the specific responsibilities assigned to him. Thus, the trait evaluation approach to a performance appraisal tends to focus on the curriculum development, teaching and/or administrative characteristics as a personal basis for reviewing and assessment performance.

The initial phase of the trait evaluation approach usually takes place before the program is put into operation. Administrators, curriculum developers and/or teachers determine various traits which will be used as the criteria for judging effectiveness. Forms are prepared identifying and defining the various criterion traits. Usually, provision is made for a scale rating of each trait. Instruction for evaluating and utilizing the "trait" approach is provided either as part of the appraisal forms or in a policy and procedure statement. An

example of the "trait" approach for appraising the performance of teachers is illustrated in the example below. During the "trait" appraisal evaluation, an administrator or evaluator observes the performance of a curriculum developer, teacher or administrator and evaluates it against the criterion traits.

- SAMPLE -

SLAPOUT DISTRICT
Route 1, Hopeville, Alabama

TEACHER EVALUATION FORM

		Poor	Fair	Average	Good	Superior
1.	Adjustment to other teachers	1	2	3	4	5
2.	Cooperation with all faculty	1	2	3	4	5
3.	Loyalty to school	1	2	3	4	5
4.	Dependability in assignments	1	2	3	4	5
5.	Effectiveness of personal relations	1	2	3	4	5
6.	Physical health and energy	1	2	3	4	5
7.	General appearance	1	2	3	4	5
8.	Amenable to criticism	1	2	3	4	5
9.	Action on criticisms	1	2	3	4	5
10.	Pupil relationships	1	2	3	4	5
11.	Classroom management	1	2	3	4	5
12.	Teaching techniques	1	2	3	4	5
13.	Subject-matter background	1	2	3	4	5
14.	Professional growth	1	2	3	4	5
15.	Emotional stability	1	2	3	4	5
16.	Extra-curricular activities	1	2	3	4	5
17.	Clerical aspects of work	1	2	3	4	5
18.	All-around good influence on pupils	1	2	3	4	5
19.	Discipline and control	1	2	3	4	5
20.	Cultural status	1	2	3	4	5

Composite Rating Average:_____

Signature of Rater:_____

Date:_____

Work Measurement Evaluation

A second approach to personnel evaluation is the work measurement approach. Before one can evaluate a performance, there must be some standard or basis against which to make an evaluation. Work measurement techniques are a way of providing this basis. Work measurement techniques are largely based on quantitative data collected either from production statistics, from sampling data, from time and motion studies, or other means. The method adopted usually depends on the particular job being studied.

In the curriculum development environment, work measurement techniques can be applied to any job that is repetitive or routine, and which can be broken down into work units; for example, the printing duties where one can measure the number of pages printed or the number of publications stapled in a given period; the researcher can measure the number of telephone calls made in task analysis studies or the number of catalog cards filed, etc.

Work measurement techniques are an outgrowth of the "scientific management" period. These techniques were principally applied by industrial engineers and flourished in manufacturing organizations at the non-managerial levels of work. Performance standards based on work measurement techniques are supposed to supply information that will assist in determining manpower requirements and how many units of work can be completed in a given time period. Naturally, tasks and jobs are defined precisely, and a clear definition of a worker's responsibilities is made. After all, this is the basis on which evaluations and rewards are made.

The very fact that data must be collected before the standard is established gives one an indication of its value. It is a standard based on past performance--even if the data are as current as an hour before. This causes numerous concerns, not the least of which are: How useful is it to evaluate one employee against another based on a statistical standard? Do we create an artificial (and often

detrimental) atmosphere of employee competition? Is the more highly productive employee necessarily the best employee? An employee may be very productive, and yet contribute little to the job satisfaction of those around him. People do not work in isolation, or in a vacuum. They work in groups.

A work measurement technique which seems to have more merit because it has wider application is the motion study technique which analyzes a job, reviews the sequence of steps, and "simplifies" the job, providing a complete flow chart of work. Yet there was and is much furor over time and motion studies, perhaps because of the way in which management went about it, or perhaps the workers studied knew there was more than one way to do a job.

Work measurement techniques are in disfavor today. They have a way of implying that employees are like assembly lines; one has only to count the number of products they spew out. Many feel that techniques which overlook the "human side" of enterprise really have dubious values as motivators of workers.

Job Description Evaluation

A third approach to personnel assessment is the job description approach. If work measurement techniques are not used as our standard, what do we use? Scientific management theory established the need for job descriptions. It was considered important to analyze a job and provide a clear description of the duties and responsibilities involved in any given job. Job descriptions were also considered useful in personnel selection and in setting work standards because they provided a description of the work performed, how and why the worker does it, and the skills required.

Have you reviewed a job description with an employee after he's been on the job a while? Employees tend to modify, and more often, to improve on our attempts at pre-structuring their job relationship. This is not to say that

job descriptions are not useful, but rather to emphasize again that the "human side of enterprise" is remarkable indeed. Yet, if the employee has modified his job, what has happened to our standard?

Therefore, how useful is it to provide a job description for a researcher, or curriculum developer, or any administrator on one's staff? Job descriptions are not necessarily rigid, but shouldn't a professional curriculum developer's job be one of flexibility, innovation and broad responsibilities? And just how do you express these in a formal job description? These are important questions for which there are few ready answers.

Rigidity of job descriptions, and the fact that they are task-oriented, may also inhibit the possibility of job enlargement or enrichment for the employee. A new approach to job descriptions suggests that job descriptions can possibly be based on systems of work flow.

Evaluation by Results

The fourth approach to personnel evaluation is the "results" approach. Terms associated with this technique are the Management by Objective plan or its close ally--Performance Appraisal by Results. This technique is purported to involve the employee in a self motivating and dynamic environment of commitment.

The "results" approach, better identified as an objective-centered performance appraisal approach is based on the following rationale. An administrator or curriculum developer is supposed to achieve certain performance objectives. All his efforts should be directed toward getting specific results that are consistent with the organization's philosophy, policies, procedures, broad educational goals, and long-range goals and short-range objectives.

Personality traits and operating methods are important only as they affect the results achieved. Thus, a curriculum developer's performance can be

reviewed and evaluated more meaningfully because his results are compared to the objectives which he has set for himself.

The initial phase of the "result" (performance appraisal) approach begins before the program has begun. This phase is the objective-setting stage of management by objectives. An administrator and curriculum developer jointly determine specific objectives the curriculum developer will be expected to achieve for the ensuing school or fiscal year. Usually, there will be only six objectives; however, they should account for the teacher's major responsibilities. The teacher who achieves his objectives in accord with the State Department's policies, procedures, and plans, will have contributed his share to the overall success of the Department.

Malcolm P. McNair, Jr., a national authority on personnel evaluation, in a speech printed in the Management Record, commented on the importance of the objective-setting phase of the appraisal program; he noted:

> The entire system is dependent on careful definition of job objectives which we have defined as the critical . . . accomplishments required of the administrator in a particular period if his component is to make the necessary contribution to the five-year plans of the organization.
>
> Some of the guidelines we use in objective setting are these:
>
> The administrator's objectives must be drafted before the teacher's. Then these objectives are integrated, as necessary, with the teacher's drafts. This provides the central goals to which all teacher's results contribute. The administrator's objectives are not just a collection of teacher's objectives, they are the synthesis . . .
>
> Objectives should be broad in scope and limited in number--five or six is the normal maximum. Long lists usually include the detailed objectives of teachers, not of the administrator himself.
>
> Objectives should tie directly into the school planning, budgeting process--preliminary objectives should be established prior to budget preparation and represent necessary progress toward the division's five-year objectives. Then the budget consolidates and documents in financial terms the objectives of all components of the division. The budgeting process may reveal inconsistencies among objectives of various departments or a need to modify objectives up or down. After budgets have been accepted, individual job objectives can be adjusted as necessary and authorized . . .

> Objectives must be harmonious within any one component and between components--objectives must be cross-checked . . . Are staff objectives established in support of line? Are lower levels tied in with levels above? Are short range objectives compatible with long range goals? . . .
>
> Objectives should include: specific statement of the long range goal, interim progress points and action programs, and target dates for various steps.
>
> This list of guidelines isn't exhaustive. We could go into various refinements. But it gives an impression of what is involved in the first important step, setting job objectives.

The objectives which the curriculum developer sets for himself become part of the controls against which the curriculum developer appraises his performance. These objectives also become the standards and the success criteria against which the developer's performance will be evaluated during the post-appraisal conference.

Making the appraisal using the result approach is much easier than using the trait approach. The administrator or evaluator makes a comparison between the results achieved and the anticipated results, as revealed by the minimal level of acceptable performance. In this case, the evaluator determines whether the curriculum developer achieved his objective as planned, exceeded his plans, or was below plan. If the objectives are not stated in observable terms, the basic appraisal data will be virtually useless.

The administrator must also consider the performance made by the curriculum developer. If the curriculum developer exceeded his objectives, was it at the expense of policies and procedures? Were the objectives realistically low? Were these challengeable objectives? On the other hand, if the curriculum developer did not reach his objectives, were they set too high? Were appropriate motivational techniques "applied" to get improved performance? Did the curriculum developer's personality or methods prevent the successful achievement of the objectives? Was the action plan satisfactorily and adequately constructed?

The administrator or evaluator must consider the above questions because the appraisal is the beginning of the initial stage of planning and setting

objectives. By understanding the reason for performance during the present year or period of performance, regardless of its outcome, it is possible for the administrator and the curriculum developer to plan and set objectives for the remaining year or period with greater confidence of successful achievement.

For the purpose of developing either administrators or curriculum developers, the most significant phase of the performance appraisal program, whether using either the trait or results approach, may not be the observation of the curriculum developer's performance; rather, it may be what is accomplished in the post-appraisal conference between the vocational curriculum person and his immediate supervisor. The post-appraisal conference is to inform the vocational curriculum developer as to what he has achieved in terms of what he was expected to achieve. Neither the "trait" nor the "results" approach in itself will guarantee an effective performance appraisal program for educators. However, there is strong evidence to support the case that when the "trait" approach to performance appraisal is implemented, the objectives are more apt to be achieved because the modification, revision or deletion of plans during the conference are part of the overall plans for reaching the objectives. Criticism does little to improve performance. Coaching and counseling--an integral phase of the "results" approach to performance appraisal--is an effective method of motivating educators to improve performance.

Strengths and Weaknesses of Selected Evaluator Types

In any evaluation system the problem of who is to evaluate continuously comes up. Normally there are five parties who could be utilized to conduct the assessment. They are: (1) supervisor(s); (2) peers; (3) the evaluatee himself (self-evaluation); (4) subordinates and/or (5) persons or groups outside the organization. There are strengths and weaknesses of any type or group conducting an evaluation.

The following chart illustrates the parties who could conduct the evaluation, the strengths/justifications or conditions promoting the evaluation, and the weaknesses or dangers of the specific type party conducting the evaluation.

Type of Evaluator	Strengths/Justifications/ Conditions Promoting	Weaknesses/Dangers
Supervisors	The hierarchy of most organizations legitimizes both evaluative and developmental appraisal by the supervisor.	Appraisal by the reward/ punishment controller may threaten the subordinate.
	If the superior controls the amount and frequency of rewards and punishments, then appraisal should also be in his hands. Separating these diminishes the power of the supervisor.	Appraisal communication tends to be one-way, from supervisor to subordinate, thereby putting the latter on the defensive.
		Supervisor may object to the role because: It demands skills which he does not possess; of ethical objections to "playing God;" negative appraisal may alienate subordinates; he does not have the reward/ punishment power to implement the results of appraisal.
Peers	High level of interpersonal trust among peers coupled with a non-competitive reward system.	A win/lose game among peers tends to inhibit honesty in evaluating perceived rivals.
	Situations where information on performance is uniquely available to peers and not supervisors.	Conflicts may arise between evaluating one's peers highly and maximizing one's own chances for promotion, evaluating him poorly and maintaining his friendship.
	Research indicates this type of appraisal is predictive of success and correlated with other subjective and objective evaluations.	
	Reduces trust between appraisee and supervisor.	
	Useful in uncovering communication and coordination problems within a working team.	

Type of Evaluator	Strengths/Justifications/ Conditions Promoting	Weaknesses/Dangers
Self	Very effective in programs focusing on self-development, personal growth and goal commitment. Enables employees to enter performance review sessions with a preconceived notion of what and how they have performed since the last performance review session.	Subject to systematic biases and distortions when used for evaluation. Individuals needing self-development most are those who usually rate themselves needing the least, consequently they profit least from this type of appraisal.
Subordinates	Useful as one of several inputs into the development process of managers. Promotes change of supervisory behavior.	Subordinates occasionally perceive this type of appraisal as threatening and fear reprisal from a supervisor for an honest appraisal. May tend to undermine supervisor's positional power, as well as his reward/punishment power.
Outside	For use when there is a need for expertise as a trained observer or substantive content specialist; objectivity can be insured only by using someone having no vested interest in the outcomes. Saves managers time and removes a distasteful chore from their list of tasks. Reduces variance between many different evaluators.	It encourages managers to shirk an essential part of their responsibility. Meaningful conversations regarding the results may not take place between the supervisor and subordinate since it was done by an outsider. It is inefficient in that it uses the time of two supervisory or managerial level persons to accomplish one evaluation.

Summary

The review by Cummings and Schwartz in the chart below is offered to illustrate (1) types and purpose of specific appraisal systems, (2) appropriate appraisal procedures, (3) type problems or errors most likely to occur, (4) how to prevent or correct the problems or errors and (5) key issues in applying appraisal procedures.

APPRAISAL SYSTEMS, PROCEDURES, PROBLEMS, AND ISSUES

Type and Purpose of Appraisal System	Appropriate Appraisal Procedures	Type of Problem (Error) Most Likely	How to Prevent or Correct the Problems (Errors)	Issues in Applying Appraisal Procedures
DAP* Enhance job development and personal growth	Absolute Procedures; particularly: 1. critical incidents 2. behaviorally anchored rating scales	: Time-consuming to develop : Requires intensive rater training	: Commitment of the organization to a developmental climate : Large financial and time commitment to rater training	Who: Primarily superior and appraisee; possibly peers and outsiders How often: Tie appraisal to completion of projects
	Management by Objectives	: More validity evidence needed	: Validity studies	Review: Focus on development for future performance
MAP** Maintain performance at acceptable levels	Both: Absolute Procedures; particularly: 1. weighted checklist 2. forced choice	: Difficulty of feedback, given equal desirability of items		Who: Primarily superior How often: Preferably a variable-interval schedule; but if necessary, a fixed-interval schedule with reviews once or twice per year
	3. behaviorally anchored rating scales	: See problems listed above		
	4. conventional rating	: Constant errors, e.g., halo, lenience, central tendency, strictness	: Rater training and motivation; or change to forced choice or weighted checklist	Review: Focus on deviations from standard
	Comparative Procedures	: Unicriterion problems	: Detailed job analysis and definition of performance areas	
		: Halo error using multiple criterion	: Use of forced choice technique	
		: Difficulty in combining two or more ranked lists	: Use multiple raters who know the appraisees, then combine rankings	
		: Difficulty of comparative feedback	: Couple with goal setting against absolute personal standards	
RAP*** Improve unacceptable performance, or terminate	Absolute Procedures; particularly: 1. critical incidents 2. behaviorally anchored rating scales	: Time consuming to develop : Requires intensive rater training	: Large financial and time commitment to rater training : Validity studies	Who: Superior How often: Frequent appraisal against detailed standards
		: More validity evidence needed	: Commitment to honesty in feedback to employees	Review: Focus on clearly substandard performance; concise feedback

* DAP - Developmental Action Program
** MAP - Maintenance Action Program
*** RAP - Remedial Action Program

RESULT APPRAISAL--A SUGGESTED VOCATIONAL CURRICULUM PERSONNEL ASSESSMENT MODEL

Introduction

Any planning, management or assessment technique should serve as a guide for personnel development as well as attempt to measure and improve job performance. This concept should be no different in an educational system involving vocational curriculum developers. The "Results-Centered Appraisal" approach to personnel assessment offers a positive approach to fulfilling the organizational mission--meeting the needs of individuals--while it provides an avenue for professional development.

The performance appraisal approach, somewhat clarified as an objective-centered performance appraisal approach to planning, managing, and assessing personnel involved in vocational curriculum development, is based upon the rationale that an administrator or curriculum development specialist is supposed to achieve certain performance objectives. All their efforts should be consistent with the organization's philosophy, missions, goals, policies, procedures, and objectives.

While it is understood that many times priorities can change quickly, some expected primary benefits that might be achieved from instituting a performance appraisal for planning, managing and assessing personnel are as follows: (1) clearer identification of roles; (2) enhanced communication efforts; (3) cooperative development of objectives and levels of objectives by superiors and subordinates; (4) clearer avenues for performance counseling; (5) immediate feedback on performance.

The pre-appraisal counseling conferences, the assessment conference, the post-appraisal conferences, and the professional methods by which they are

conducted are the key to this system. These conferences, if handled properly, provide positive motivation for everyone involved.

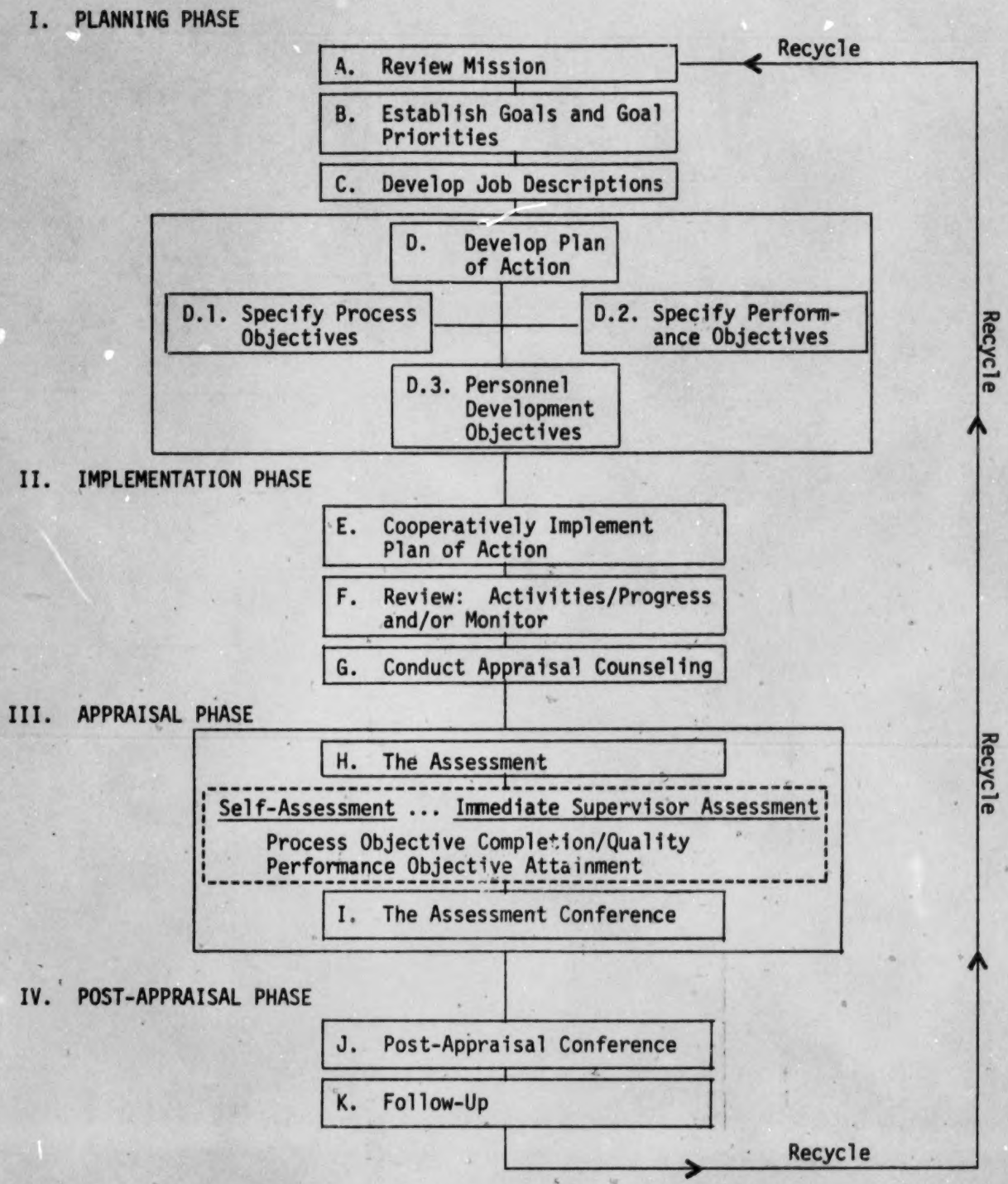
In this system the performance counselor--in most cases the immediate supervisor--will, in reviewing the performance of personnel, merely make comparisons between the results achieved and the anticipated results, as revealed by the minimal level of accepted performance. In most cases the administrator determines whether the employee achieved his objectives as planned, exceeded his plans, or was below his plan. If the objectives are not stated in observable terms, the basic appraisal data will be virtually useless.

A model for implementing the Results Appraisal system for vocational curriculum personnel assessment is illustrated in Figure 1. This Model provides a basis for the personnel assessment systems approach offered in this manual. Basically there is a monitoring and periodic evaluation being conducted as on-going activities throughout the year. A summative evaluation is conducted at the end of each year in an effort to check progress made in accomplishing the predetermined objectives. The process will identify strong and weak areas of personnel performance and other obstacles that hinder the completion of objectives. It is obvious that a genuine rapport must be developed and maintained between evaluator and evaluatee. There must be constant exchanges of evaluation throughout the year.

A brief discussion of activities related to the Model follows.

FIGURE 1

VOCATIONAL CURRICULUM PERSONNEL ASSESSMENT MODEL



I. PLANNING PHASE

The planning phase of the system is critical to the success of the Result Appraisal Model for personnel assessment. First, there must be a commitment from those in charge. Next, everyone involved must be thoroughly aware of the whys, hows, whats and whens about the system. Everyone must be aware that this model is built upon a developmental process that will evolve and improve as time goes by. A participatory function is a necessity in this personnel assessment model. That is, the evaluator and the evaluatee cooperatively develop the goals and objectives that are the foundation of the system. This is done through a conference session with only those individuals involved. The critical components of the planning phase are briefly discussed below.

Step A: Review Mission

An adequate mission statement related to the total function of the organization is essential. The mission statement assists in developing parameters around what should be the basic functions, units, or individual job descriptions.

Step B: Establishing Goals and Goal Priorities

Goals are broad, unmeasurable, directional statements which are the ends toward which effort is directed. Goals provide the criteria effecting the development of organizational policies and objectives. Usually the administrative staff within the organization is charged with the responsibility of developing and relating the goals.

In many cases, goals are imposed by regulation or by law from the agency or an organizational unit in the agency. When this occurs, the

goals are automatically installed with pre-determined priorities. When developing individual goals for persons in the organization, they should relate directly to the organization's goals.

For vocational curriculum specialists, there are basically two types of goal classifications. They are (1) process-oriented goals and (2) learner-oriented goals. Process-oriented goals are broad, unmeasurable, directional statements denoting general activities or functions to be accomplished. Learner-oriented goals are broad, unmeasurable, directional statements denoting general expectations of learner outcomes.

Step C: Develop Job Descriptions

Clear, concise job descriptions follow as the next step once the organizational goals and individual goals are stated.

The focal point for individual accountability within an organization should be based on the job description. This realistically sets the parameters for further developing responsibilities, specific duties, performance objectives and performance indicators.

Many types of job descriptions can be written. Most descriptions describe the major areas where work is to be performed and outline specific duties and responsibilities in relation to work areas.

It is recommended here that the job description consist of five parts:

1. Position Mission Statement
2. Reportability and Dimensions
3. Principal Responsibilities
4. Authority
5. Nature and Scope

(See Figure 2, pages 17-19, for sample forms to utilize in developing job descriptions.)

FIGURE 2

POSITION JOB DESCRIPTION FORM FOR CURRICULUM PERSONNEL

Name of Employee:_____ Position Number:_____

Position Title:_____ Classification Title:_____

Department:_____ Prepared by:_____

Employee's Signature:_____ Date:_____

Supervisor's Signature:_____ Date:_____

Position Mission Statement:

-17-

Reportability and Dimensions:

Reportability

Reports to:

Supervises:

Dimensions

VOCATIONAL EDUCATION DIVISION AREA P080203

Name of Employee:_____ Position Control Number:____

Principal Responsibilities:	Authorities:

VOCATIONAL EDUCATION DIVISION AREA

Name of Employee:_____ Position Control Number:___

Nature and Scope

Relationships:

Skills, Knowledges, Abilities and Qualifications Needed:

-19-

Problem Solving Abilities Needed:

Freedom to Act:

Explanations of each of the five parts of a job description follow:

1) Position Mission Statement

This is a short concise statement concerning the purpose served by the position or the reason the position exists. This by no means should be a detailed job description.

Example: To provide technical curriculum research assistance to curriculum writers, teachers, committees, and lay business and industry persons interested in vocational education curriculum development.

2) Reportability and Dimensions

a. Reportability refers to the positions to which this position reports and to those positions that report to this position. Classification titles and/or numbers of each position should be utilized in illustrating the reportability patterns.

Example: (1) Reports to: Director of Research Coordinating Unit

(2) Supervises: 1 curriculum research associate
1 clerk typist

b. Dimensions refers to the measurable aspects of the particular positions. Dimensions only under the control or positions upon which this particular position has a direct impact should be included. Also, the clientele who are affected by this position's work should be mentioned.

Example: (1) Principal clientele: 5 vocational education curriculum specialists in Alabama
5,000 vocational education teachers in Alabama

(2) Each curriculum service area specialist averages:
2 curriculum assistants
15 advisory board members
3 other staff members

(3) Central staff budget: $200,000

a. Personnel expenses $175,000

b. Administrative $ 25,000

Should also include in this section the number of studies made, number of telephone calls made, etc., and if these numbers and the time spent in carrying them out reflect the magnitude of the job.

3) Principal Responsibilities

The Principal Responsibilities statements should describe the major areas for which the position is responsible. The responsibility statement should be thought of as a statement of general activity which must be performed in order to achieve a broad end result. Both the activity and the end result need to appear in each statement. (Later the general activities clause will be broken down into specific authorized actions, and the end results clause into measurable performance standards.)

Avoid excessive detail here.

Example: To provide training sessions for service area curriculum specialists so that they will understand and utilize curriculum research information in developing and/or revising curriculum guides for teachers.

Normally a position description will have between six and ten principal responsibility statements.

4) Authority

The authority statements relate to the general activity clauses in the responsibility statements. Generally they describe the specific actions which may be there without consulting someone at a higher level. These statements should be quite specific and all aspects of the job should be addressed.

Example: a. To assign a curriculum research associate to a field research task analysis study.

b. To identify craft committees to review curriculum guides.

c. To purchase out-of-state curriculum guides.

It is understandable that a person might be uncertain of the limits of authority unless he has completed a position description and/or discussed it with his supervisor. A job must carry with it the authority to carry out the designated responsibilities.

5) Nature and Scope

In discussing nature and scope, there are four areas that must be dealt with. They are, the relationship of the job to those around it, the skills, knowledges, and abilities necessary to do the job, the problem solving involved, and the freedom to act. Minute detail should be avoided in this section which should be limited to about one page.

One of the first factors to discuss is the relationship of this position to the organization as a whole. For example, identify committees served on (their title and/or purpose): discuss the coordination and cooperation of this position with others around it; tell why these interactions are necessary, and what authority the incumbent exercises here (Chairman, Secretary, etc.); describe how information needed for the smooth operation of this position and those around it is transmitted. Also include contacts in and out of state government and their purpose.

The second area that should be covered is the nature of technical, managerial and human relations skills, knowledges, abilities, and other qualifications used in this position.

The discussion should demonstrate: whether these skills are used directly or are necessary for effective supervision, the extent to which technical skill and experience gained plays a more important part than budgeting and planning, whether human relations skills are essential to the job, and the presence of licensure, if any. Give elements of the position that require these skills, knowledges, abilities, and gratifications. Cite the most difficult aspect of the position.

The third area to discuss in this section is the nature of the problem solving activities. Briefly state the key problem area or areas with which the position deals. Give examples of the types of problems found here. Include the variety of problems solved in this position and the greatest opportunity for creativity and innovation. State the types of problems solved directly and those which must be referred to higher authority. If different from the key problem area, state the problem area in which most of the time is spent.

The final area to be covered in this section is freedom to act. Included in this section the frequency of reporting to supervisor and what types of reports are provided (informational only, submitted for approval, or whatever). Describe the nature of the externally imposed controls on one's independent action. What is the highest level of action or decision making that can be taken without review?

Once the position description has been completed, its contents are to be reviewed and discussed with the supervisor; however, the final approval of the description rests with the supervisor. The discussion may result in changes and re-drafting, so the first draft must often be rewritten.

Step D: Develop Plan of Action

The plan of action is crucial for the planning phase of the programs as well as to the assessment phase. In a personnel evaluation system based upon one's job performance, specifics of objectives must be developed and agreed upon by the persons involved with their attainment developed within the parameters of the individual job description, and related to the attainment of the organizational goals. The Plan of Action is developed in the format of Figure 3 (pages 25 & 26), which is the Performance Appraisal Planning and Review Form. Completion of this form is discussed throughout this section and is noted as such.

Section A, Major Job Function.--This phase of the Performance Appraisal Planning and Review Form provides the first major breakdown in organizing the classification of performance objectives in the system. In the Major Job Function Section, the jobs position key responsibilities should be identified and listed in order of importance.

Section B, Performance Objectives.--This section of the Performance Appraisal Planning and Review Form provides the opportunity for specific job and/or task orientation and direction. After reviewing the responsibilities and areas of the job description and after consulting with the immediate supervisor, the performance objectives are to be developed. The curriculum person should list one or more performance objectives for each job function outlined in Section A of the form.

For vocational curriculum personnel, there are two primary types of objectives that can measure attainment of desired outcomes and/or accomplishments of specific activities. These two types are briefly described to illustrate alternatives which could be incorporated into an appraisal system. These two types of objectives are (1) Performance Objectives and (2) Process Objectives.

FIGURE 3
(Part A)

ALABAMA STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

Performance Appraisal Planning
Review Form
for
Vocational Education Curriculum Personnel

Year 19___ to 19___

Date Section B, the Objectives, finalized:

_____

Date Assessment Conference Completed:

_____

One copy of this form to be retained by the evaluatee, one copy should be retained by the immediate supervisor and one copy should be forwarded to the State Department of Education, Vocational Division, and placed in the evaluatee's personnel file.

Signatures:

Evaluatee: _____

Date: _____

Evaluator: _____

Date: _____

FIGURE 3
(Part B)

PERFORMANCE APPRAISAL PLANNING AND REVIEW FORM

Name of Employee: _____ Date Planned: _____

Position Number: _____ Date Reviewed: _____

Position Title: _____

Immediate Supervisor: _____ Appraiser: _____

A	B	C	D Performance Appraisal			E
Major Job Function	Performance and Process Objectives (Include Letter Notation for Priority A, B, or C)	Progress Review (To include rationale for obtaining or not obtaining objective)	Exceeded Objective	Met Objective	Needs Improvement	Commendations and/or Suggestions for Improvement

Performance Objectives, as such, deal with two areas. The first type performance objective specifies in measurable terms what behavioral changes are expected of the curriculum person.

The second type of performance objectives specifies the kinds of performance expected by others over which the curriculum person may have influences such as teachers or students or other State Department personnel, such as district supervisors.

It is not the intent here to dictate that personnel assessment of vocational curriculum personnel should be directly tied to teacher or student achievement. There are too many variables that may intervene in the instructional process to place much confidence in an assessment of this type for curriculum personnel. However, valuable information might be obtained for program improvement purposes by judiciously focusing some attention in this area.

A well developed performance objective would address six critical areas. They are:

1. The learner(s) (The person or group whose behavior is expected to change.)
2. The behavior
3. The area of focus
4. The method of measurement
5. The time limit and/or prerequisite
6. The level of proficiency

Process objectives, as such, specify, in measurable terms, major activities to be accomplished. These activities may relate directly to the performance responsibilities of one's job description, or they may be an extension of the job description. The process objectives, which specify the critical activities which vocational curriculum personnel are to accomplish in the performance of their job, form the foundation upon which the performance based personnel assessment system is built.

A well developed performance based process objective contains five critical elements. They are as follows:

1. The person(s) responsible
2. The activity
3. The time
4. The verification
5. The quality standard

Personnel development should be an identified job function. If the personnel assessment system is to contribute to the further development of personnel in vocational curriculum development, then specific plans should be made to contribute to their development. The personnel development objectives should be aimed directly at improving the personnel skills of curriculum personnel hopefully in such a manner that they might be able to perform their task in a more efficient manner. Research development activities, where objectives might be established, could be in some of the following areas: (1) visits to pilot programs; (2) relevant work experience; (3) attendance at craft and/or advisory council meetings; (4) attendance at professional performances, workshops, seminars and lectures; (5) writing assignments; (6) reading assignments in specialty and related areas; (7) job rotation; (8) course work; (9) travel to business and industry and other related areas; and (10) extended professional services.

Once the objectives are developed by major job functions, the next step is to establish a priority for completing the objectives. A letter notation of A, B, C, etc. should be placed in parentheses after the objective noting its priority. This could eliminate some confusion between the curriculum personnel and the immediate supervisor concerning what areas of work should be dealt with first.

In developing the plan of action, there should be a minimum of two performance counseling sessions. (Lewis, in his book, Appraising Teacher

Performance, offers excellent guidelines in chapter nine for carrying out appraisal counseling sessions.) First, the immediate supervisor and the curriculum person should review the person's job description and the goal and objectives of the unit or division as a whole. They should then review current problem areas and generally discuss the overall year's work, pooling of ideas, and general assignment areas. From this point of departure, the individual should then attempt to develop his or her plan of action for the year.

Once the curriculum person has established the tentative objectives, another performance counseling session should be conducted between the individual and the immediate supervisor. This session should involve a negotiation process concerning the objectives. Some key areas of consideration during this session might focus around the following questions:

1. Were the performance and process objectives stated in specific, observable and measurable terms?
2. Did each objective contain the crucial elements of an objective?
3. Were the most significant objectives identified which would be important to the success of the position and the organization's missions?
4. Were practical and realistic standards identified for each objective?
5. Were reasonable and rational priorities established for each objective?

Once agreement has been reached on the Plan of Action, then full attention should be given by everyone involved to cooperatively implement the Plan of Action.

II. IMPLEMENTATION PHASE

A comprehensive approach to Result Centered Appraisal of vocational curriculum personnel must be viewed as an ongoing process to be conducted on a continuous basis. It cannot be viewed as a "one shot" formal interview. Once the Plan of Action, encompassing the specific objectives for the year are mutually agreed upon, activities or situations critical to success of the system begin to come into play. Some of these key activities or situations are: (1) Evaluator and Evaluatee Roles; (2) Supervisor's Interest and Support of Activities; (3) Appraisal Counseling Conferences; (4) Observations; (5) Monitoring.

Step E: Cooperatively Implement Plan of Action

Step F: Review: Activities/Progress and/or Monitor

Step G: Conduct Appraisal Counseling

(Many of the above mentioned activities or situations are so interwoven into Implementation, the Plan of Action and Review of Activities, that Section E, F, and G of the Model will be discussed together.)

1. Evaluator and Evaluatee Roles

The roles of the evaluator (usually the immediate supervisor) and the evaluatee are critical to the system being effective. A rapport between these two is essential. First, the evaluator must be viewed as being one in support to the individual vocational curriculum person and his or her work. Second, the vocational curriculum person must be viewed as a person who wishes to develop his expertise and wants to do the best at his job. If these assumptions are made and acted on accordingly, then you have the basic ingredient to make this system effective.

During the implementation phase of the model, the evaluator (immediate supervisor) is utilizing monitoring, conferences, and observation techniques to gather information. This information will be used in preparing for the appraisal phase of the system.

The vocational curriculum person or the evaluatee is independently seeking to accomplish the identified activities that will assist him in fulfilling his objectives. The evaluatee will also be compiling information related to illustrating performance in dealing with the objectives. This information will begin to be noted in Section C, The Progress Review section, of the Performance Appraisal Planning and Review Form (Page 26).

The appraisal counseling process is where the evaluator assists the evaluatee in finding techniques, resources, procedures or ways of improving his own performance and developing himself professionally. With the state's employment practices, the immediate supervisor finds himself in a very precarious situation as supervisor and evaluator. This is an almost impossible situation. However, if accomplished properly with tact and a helpful attitude, this appraisal counseling approach can open a means of effective communication between the evaluator and evaluatee.

2. Supervisor's Interest and Support of Activities

The genuine interest and support from the supervisor of the activities to be accomplished by vocational curriculum personnel is extremely vital to the success of this assessment system. Throughout the observations, monitoring, and appraisal-counseling conferences, the supervisors will have many opportunities to demonstrate this genuine interest and support. Any breakdown in this area will be detrimental to the system.

3. Appraisal Counseling Conferences

The conferences and the way by which they are conducted are a key to the success of this Results Appraisal system. The guidelines offered by Lewis, in Chapter Nine of his book, Appraising Teacher Performance, if followed, will contribute to the effective operation of the system. The number of "sit down" conferences should be kept to a minimum. Once the Plan of Action has been established, probably two conferences should be conducted.

First, there probably will be a pre-conference and then a final evaluation conference. The evaluatee should be notified of the meeting almost two weeks in advance in order that he can begin compiling data. He should then begin completing Item C, the Progress Review section, of the Performance Appraisal Planning and Review Form.

It must be remembered that the purpose of the conferences is to assess the progress and performance of the person working in an area of vocational curriculum development based upon specific performance criteria.

The literature reviews constantly point out that it is probably best to begin the appraisal conference with some discussion of the employee's strengths. Key discussions of the employee's weaknesses should be limited to two or three. If weaknesses are noted, then the evaluator should lead the discussion directly into a suggested developmental plan the evaluator has in mind. If the person receives any unsatisfactory ratings in a performance area, then it becomes important to develop a plan of action based upon specific objectives. These new objectives may be planned and finally assessed at some future time. By following this scheme, with positive attitudes, the mission of the organization and the needs of the individuals can better be met.

4. Observations

The immediate supervisor or the person in charge of assessing the vocational curriculum staff should conduct regular observations of their job performance focusing on their performance and process objectives. These observations may be irregular intervals or periodically planned. The number of observations would be based according to the number of staff, the evaluation time period, the extent of unsatisfactory ratings from the conferences.

Generally, it would be best to utilize the Performance Appraisal Planning and Review Form to record observations and document comments which need to be discussed in the conferences or appraisal counseling sessions. Generally, it is a good policy to meet informally with the person being evaluated after an observation review. This provides an excellent opportunity to develop rapport between the evaluator and evaluatee.

5. Monitoring

Monitoring is an essential activity of the implementation phase. The monitoring process is the basis for appraising progress toward goals and the accomplishment of objectives. The monitoring information is gathered from observations and/or review of data. This information focuses on the objectives and the progress of the related activities or changed behavior. It can also provide insight into how well the personnel assessment system is being implemented and accepted and the degree to which each vocational curriculum person's performance is progressing.

III. APPRAISAL PHASE

The Appraisal Phase of the personnel assessment model is the period of formal and summative evaluation. This assessment is based on the objectives and activities and the quantity and quality of those objectives and activities mutually agreed upon in the cooperatively developed Plan of Action. The assessment requires the evaluatee to complete Section D, The Performance Appraisal section, of the Performance Appraisal Planning and Review Form (page 26) and to conduct a self assessment of his performance. Also, in the assessment phase the evaluator is to conduct an assessment of the vocational curriculum person's performance and analyze areas where strengths exist and commendations need to be made and where improvements need to be made. The evaluator is responsible for assisting the vocational curriculum person in developing a plan for improving where unsatisfactory areas exist. These commendations and suggestions for improvement should be outlined in Section E, The Commendations and/or Suggestions for Improvement Section, of the Performance Appraisal Planning and Review Form (Page 26).

Many professionals are hesitant to carry out a complete evaluation process. This is especially so concerning the final appraisal phase. Many organizations fail to communicate the final results to the individual. They do this without realizing that failure to reveal the results to the person evaluated may lead to fear, misunderstanding, and apprehension. One must remember, if persons are to improve their work, they must understand their superior's feelings about their performance.

Step H: The Assessment

The final assessment is guided by the objectives previously outlined in the Plan of Action and to what level of expectancy they were met.

The final analysis of the accomplishment of the objectives may center around the following questions for each type objective established:

Performance Objectives

Type 1 - Did the expected behavioral changes specified in the objectives take place regarding the curriculum person?

Type 2 - Did the expected performance of others over which the vocational curriculum person had influence, such as other teachers or students, take place?

Process Objectives

1. Did the vocational curriculum person accomplish the critical activities specified in the objective?
2. Did the personnel development objectives contribute to the vocational curriculum worker improving his/her personal and professional skills in such a manner that she/he was able to perform the job in a more efficient manner?

Letting the evaluation discussions center around the above questions can generate excellent commentary related to the person's performance and how that performance has contributed to the organizational mission.

Three completed copies of the Performance Appraisal Planning and Review Form should be brought to the assessment conference. Once the conference is over, the immediate supervisor should keep a copy, one copy should be placed in the curriculum person's personnel file, and the curriculum person should retain a copy.

Two weeks before the ending date of the appraisal period previously agreed upon, the immediate supervisor should remind the evaluatee that the completed Performance Appraisal Planning and Review Form should be submitted to him the following week. This will be somewhat of a self-assessment by the evaluatee. The one week lead time will give the immediate supervisor time to review and make some general assessments of the evaluatee's performance before the assessment conference.

These two general assessments will focus upon (1) process objective completion and (2) the quality of performance objective attainment.

By giving the immediate supervisor the week lead time to review the form he/she can better prepare for the appraisal conference by (1) noting commendations, (2) preparing to discuss areas where improvements need to be made and (3) developing ideas for individual professional development activities for the vocational curriculum person.

Step I: The Assessment Conference

Once the self-assessment is made on the Performance Appraisal Planning and Review Form and it is reviewed by the immediate supervisor then the next step is to conduct the assessment conference. One of the keys to the entire personnel assessment system is the successful completion of the assessment conference.

Throughout the appraisal period the immediate supervisor should have been striving to develop a genuine rapport with the evaluatee. The rapport that has been developed during this period will have a definite effect on the atmosphere of the conference.

The setting for the conference should be in privacy and in a comfortable environment. It should be an uninterrupted conference with sufficient time allotted so the conference does not appear to be rushed.

The following key things should take place during the assessment conference:

1. The immediate supervisor sets the stage and breaks the ice for the discussion.

2. The curriculum specialist assesses the progress he made on each objective that he assisted in establishing for himself.

3. The supervisor discusses strong points in the evaluatee's performance record and notes progress from past appraisal counseling sessions.

4. The immediate supervisor attempts to validate information reported related to each objective, reviews his assessment of performance related to each objective, and if discussion brings out new evidence affecting level of performance, makes adjustments in the performance level.

5. The supervisor identifies areas where additional resources and assistance is needed.

6. Both the supervisor and person being evaluated mutually evaluate and validate the original objectives and activities.

7. Both should pool ideas and note specific activities the vocational curriculum person can do to improve performance where deficiencies were identified.

8. Both mutually discuss and identify ways the State Department can provide professional growth activities to assist the curriculum persons in making the suggested improvements.

9. Both parties to the evaluation set the stage and the date for the post-appraisal conference. This conference will focus on and establish new objectives for the next appraisal and set the date the Performance Appraisal Planning and Review Form should be completed.

10. Both summarize the appraisal conference with the immediate supervisor and curriculum person mutually agreeing on the overall assessment of the performance throughout the evaluation period.

11. The immediate supervisor and the evaluatee should sign all three copies of the Performance Appraisal Planning and Review Form.

12. The conference should end on a positive note.

It must be remembered that this assessment is based on the performance during the evaluation period. Therefore, personality traits should not be observed. Probably the only exception to the rule is where a personality trait or traits appear to be interfering with the vocational curriculum specialist's performance of his objectives.

IV. POST-APPRAISAL PHASE

The Post-Appraisal phase of the assessment system consists of two major components. They are recognized as the: (1) Post-Appraisal Conference and (2) Follow-Up.

Before the Post-Appraisal Conference, the immediate supervisor should review the results of the assessment conference with his or her supervisor and discuss some tentative professional activities for individual vocational curriculum personnel and the staff as a whole. They should also review each job description and future activities as they might relate to the mission of the organization. The immediate supervisor should also assess the strengths and weaknesses of the assessment conference. With these components in mind and with the vocational curriculum person's tentative New Plan of Action developed, and job descriptions revised, if needed, the Post-Appraisal Conference should be called.

Step J: Post-Appraisal Conference

The Post-Appraisal Conference is a valuable asset to this system of managing personnel. This component of the system provides a time once again to reflect on the past and plan for the future. Based on the findings of the assessment conference, any new evidence of performance, new organization mission and goals and professional development goals of the vocational curriculum personnel, three key types of decisions must be dealt with. These three types of decisions relate to: (1) recycling, (2) modifying, and (3) developing new activities.

Recycling decisions are concerned with the vocational curriculum person continuing his current activities with regard to the person improving his performance and meeting his objectives. Modifying decisions are concerned

with adjusting objectives and/or activities in order that the vocational curriculum person might be better able to fulfill these objectives. Developing decisions focus on organizing new activities regarding the vocational curriculum person completing new performance areas and levels. These areas might also encompass establishing inservice programs that might assist the staff in better fulfilling their areas of performance.

A key phase of this component is directed back to the planning phase of the model. The following are key activities or situations that should take place during the Post-Appraisal Conference:

1. Review successes identified in the appraisal conference.
2. Evaluate the assessment conference.
3. Relate positive points expressed by higher ups related to the assessment.
4. Review new evidence of performance since the assessment conference.
5. Review new organizational missions and goals for the year.
6. Review and revise individual job descriptions.
7. Review, revise, and establish new individual plans of action for the next assessment period.
8. Sign three copies of the new plan of action (signed on the Performance Appraisal Planning and Review Form--copies for: (1) immediate supervisor, (2) the vocational curriculum person, and (3) the individual's personnel file).
9. Summarize professional development activities of the vocational curriculum person for this new period.
10. The immediate supervisor should make a summary statement on contributions to be made and plans for the future.

Step K: Follow-Up

The Follow-Up component of the system is vital to an effective functioning system. This provides the immediate supervisor with the opportunity to demonstrate genuine concern for each individual vocational curriculum person and the staff as a whole.

Immediately after the Appraisal Counseling sessions, the Appraisal Conference, and the Post-Appraisal Conference (when the vocational curriculum personnel have identified needed resources, professional development activities, or other basic needs), the immediate supervisor should make every effort to follow through. Also stressed in this follow-up are the efforts to be made by the immediate supervisor to keep informed of each individual's progress on his performance toward his objectives and his efforts on his professional improvement activities outlined in his Plan of Action.

CONCLUSION

The continuous involvement of vocational curriculum personnel throughout this model and sequence will establish a means of continuous performance improvement and professional growth. If implemented properly and in the proper and positive spirit, it will reduce the threat normally occurring when evaluation is discussed.

It should be remembered, however, that neither performance nor professional development is likely to occur until both the immediate supervisor and the vocational curriculum person recognize each other's strengths and weaknesses and cooperatively plan for improvement. This is the foundation for the personnel assessment effort.

A suggested timetable and implementation plan follows.

TIMETABLE FOR THE PERFORMANCE APPRAISAL PROCESS FOR VOCATIONAL EDUCATION CURRICULUM PERSONNEL--A SIMULATION

July -- a. Commitment statements from the State Superintendent and the State Director of Vocational Education.

b. All vocational education curriculum personnel and supervisors in a participatory workshop establish the whys, hows, whats, and whens for the assessment based on the model outline.

c. Workshop held for the supervisor (evaluators) related to:

1. Orientation to the Model
2. Conducting job description and developing plans of work.
3. Conducting appraisal counseling conferences
4. Conducting appraisal conferences
5. Consulting
6. Post-appraisal conferences, initiating follow-up activities
7. Developing objectives
8. Establishing timetable

d. State Director and upper level supervisor review mission statement and organizational goals with the immediate supervisor of the Vocational Education curriculum personnel.

e. Immediate supervisor develops mission statement and goal statements for the curriculum program and relates them to the State Director.

Aug. 1 -- Immediate supervisor of the vocational curriculum personnel hold individual meetings with curriculum personnel to provide orientation for developing job descriptions outlined on pages 4 and 5.

Aug. 2-4 -- Vocational curriculum personnel develop tentative job descriptions, negotiate these with immediate supervisors and prepare final draft.

Aug. 5 -- Immediate supervisors of the vocational curriculum personnel hold individual meetings with vocational curriculum personnel to provide orientation for developing the Plan of Action which is Sections A and B of the Results Appraisal Planning and Review Form, page 26. This includes identifying major job functions, identifying performance and process objectives and activities, establishing timetables, and outlining performance indicators.

Aug. 6-10 -- Individual vocational curriculum personnel prepare tentative Plan of Action on the Performance Appraisal Planning and Review Form, Section A and B.

Aug. 11-12 -- Individual conferences are held with vocational curriculum personnel and the immediate supervisor to negotiate and finalize the Plan of Action.

Aug. 13-14 -- Individual vocational curriculum personnel develop final draft of the Plan of Action on the Performance Appraisal Planning and Review Form and submit three signed copies to the immediate supervisor (one copy for the immediate supervisor, one copy in curriculum person's personnel file, and one copy to be reviewed by the immediate supervisor and returned to the curriculum person).

Aug. 15-June 30 -- Implement Plan of Action, review activities and monitor progress.

Dec. 7 -- Immediate supervisor of vocational curriculum personnel notify vocational curriculum personnel of date of Appraisal Counseling session in order that they may gather data for the progress review to be compiled on the Performance Appraisal Planning and Review Form.

Dec. 14 -- Conduct Appraisal Counseling sessions.

June 2 -- Immediate supervisor notify vocational curriculum personnel of date of the Assessment Conference. Vocational curriculum personnel gather data and conduct self-assessment on the Results Appraisal Planning and Review Form, Sections C, D, and E.

June 9 -- Completed Self Assessment of the Results Appraisal Planning and Review Forms are due to the immediate supervisor.

June 16 -- Hold Assessment Conference and give date and provide orientation for developing new Plan of Action to be reviewed at Post-Assessment Conference.

June 23 -- Immediate supervisor meet with State Director and review outcomes of the assessment conferences and review goals for next assessment period.

June 30 -- Hold Post-Appraisal Conference, review and finalize job descriptions, review, negotiate, and finalize Plan of Action, obtain three copies of the Plan of Action as the Performance Appraisal Planning and Review Form.

PERSONNEL ASSESSMENT SYSTEM IMPLEMENTATION PLAN

Introduction

For any Personnel Assessment System to be effective, it must, in general, have the sanction of the group it is directed toward. The group must have a thorough understanding of its purposes including the why, hows, whats and whens. The system must be a participatory system. That means the evaluators and evaluatees need to cooperatively reach consensus concerning the system and its operation.

It is felt that if the components that are listed in the following outline for instituting a personnel assessment system are cooperatively developed by the vocational education curriculum personnel and their supervisors, it will provide a solid foundation for implementation of the results appraisal system.

Outline

A. INTRODUCTION

(To include the composition of the committee that develops the program and procedures used.)

B. PHILOSOPHY

(Cooperatively develop a philosophy of evaluation based upon an assessment of the vocational education curriculum development environment in the state.)

C. PURPOSE

(Develop a listing of the purposes of the evaluation and the goals these purposes propose to accomplish.)

D. SCOPE

(Report:

1. The personnel to be evaluated;
2. The evaluators;
3. Length of the appraisal counseling, assessment, and post-assessment conference;
4. Frequency of the evaluations.)

E. CRITERIA FOR ASSESSING COMPETENCIES AND/OR PERFORMANCE

(Include what is to be considered in the evaluation; will traits be utilized in the evaluation or will the evaluation focus only on the performance indicators outlined in the specific objectives?)

F. SCHEDULE

(Report schedule including: Timetable indicating--

1. Orientation pre-conferences;
2. Finalize job description;
3. Finalize Plan of Action;
4. Appraisal counseling sessions;
5. The Assessment Conference;
6. Post-Appraisal Conference;
7. Appeal.)

G. PROCEDURES FOR APPEAL

(Include how the appeal committee is to be determined and the procedures for appealing the results of the evaluation.)

H. ADMINISTRATION

(Retention, disposition, and security of the completed evaluations, responsibilities of the evaluators and alternate methods of evaluation if available.)

I. THE ASSESSMENT MODEL

(Include the acceptance or revision of the model on page 14 or another model.)

J. THE EVALUATION INSTRUMENT

(Include an explanation of the rating scale and each item on the evaluation instrument, a copy of the instrument, and provisions for indicating both strengths and weaknesses of the evaluatee. A copy of a recommended instrument, the Performance Appraisal Planning and Review Form is included on page 26 of this report.)

K. THE ASSESSMENT

(Include any pertinent considerations related to the assessment such as procedures, etc.)

L. IN-SERVICE AND FOLLOW-UP

(Suggested inservice activities for the evaluators and evaluatees, suggested ways of improving weaknesses, a timetable for reevaluation and criteria used in the reevaluation.)

ANNOTATED BIBLIOGRAPHY

ACCOUNTABILITY

1. Barilleaux, Louis F. "Accountability through Performance Objectives: Opportunities for Proactive Behavior." Paper presented at National Association of Secondary School Principals annual convention. Anaheim, California. March 1972. 12 pages. ED 062 695 Mf $0.65 HC $3.29.

   Barilleaux focuses on the role of the principal in an accountable system and urges that objectives be established for principals as they are for students and teachers.

2. Berman, Louise M. "Accountability Which Transcends." Paper presented at Supervision of Instruction Symposium 3: Accountability and the Supervisor. April 1972. 14 pages. ED 065 924 MF $0.65 HC $3.29

   Berman considers the narrow goals characteristic of most accountability programs, discusses methods for linking goals to broad social values, and suggests steps supervisors can take to implement accountability in an open system. She argues that students, teachers, and administrators must be mutually accountable.

3. Bonney, Lewis A. Accountability at the Local Level. California: San Bernardino City Unified School District. 1971. 17 pages. ED 062 701 MF $0.65 HC $3.29.

   This report describes the theory and operation of the Educational Management System (EMS). EMS focuses on intended results and emphasizes decentralized decision-making.

4. Combs, Arthur W. Educational Accountability. Beyond Behavioral Objectives. Washington, D. C.: Association for Supervision and Curriculum Development. 1972. 47 pages. ED 067 381 MF $0.65 HC not available from EDRS. (Available from Association for Supervision and Curriculum Development, 1201 Sixteenth Street NW, Washington, D. C. 20036. $2.50)

   Combs explores major problems concerning accountability. He concludes that a balance of behavioral and humanistic objectives is necessary in education.

5. Cornell, Terry D. A Format for Monitoring the Teaching-Learning Process: Educational Accountability. Tucson, Arizona: EPIC Evaluation Center. 1971. 17 pages. ED 058 159 MF $0.65 HC not available from EDRS. (Available from Educational Innovators Press, Post Office Box 13052, Tucson, Arizona 85711. $1.25)

   Cornell describes a format for using performance objectives in implementing an instructional program. He details the use of such variables as organization, content, method, and facilities to accomplish the objectives. In addition, the booklet lists procedures for monitoring the implementation process.

6. Educational Innovators Press. Sourcebook for Implementing Accountability. Tuscon, Arizona. 1971. 42 pages. ED 056 989 MF $0.65 HC not available from EDRS. (Available from Educational Innovators Press, Post Office Box 13052, Tuscon, Arizona 85711. $1.95)

   This booklet describes a systematic procedure for determining learner needs. Also included are discussions of performance objectives, monitoring and audit procedures, need determination, and budget allocation.

7. Educational Innovators Press. Viewpoints on Accountability. Tuscon, Arizona. 1971. 64 pages. ED 058 157 MF $0.65 HC not available from EDRS. (Available from Educational Innovators Press, Post Office Box 13052, Tuscon, Arizona 85711. $1.95)

   Five papers examine the activities, successes, and pitfalls encountered by educators introducing accountability techniques into instructional programs. The papers are based on existing programs and offer possible solutions to accountability problems in the areas of performance contracting, individualized performance - based teacher education programs, and educational management systems.

8. Educational Testing Service. Proceedings of the Conferences on Educational Accountability. Princeton, New Jersey. 1971. 108 pages. ED 050 183 MF $0.65 HC $6.58.

   Considerable attention is being focused on the concept of educational accountability. The term accountability has many meanings and is often used in connection with such activities as assessment, evaluation, auditing, and performance contracting. This booklet includes nine papers presented at two conferences on educational accountability. These papers center on six topics: means and ends of accountability, issues in implementation, possible effects on instructional programs, public expectations, the role of evaluation, and the future of accountability. Document 9 is related.

9. Educational Testing Service. Proceedings of the Conference on Educational Accountability. Princeton, New Jersey. 1971. 67 pages. ED 051 313 MF $0.65 HC $3.29.

   A third conference on educational accountability yielded six additional papers. These papers focus on five topics: means and ends of accountability, issues in implementation, public expectations, the role of evaluation, and the future of accountability. Document 8 is related.

10. Forsberg, James R. Accountability and Performance Contracting. Analysis and Bibliography Series, Number Thirteen. Eugene: ERIC Clearinghouse on Educational Administration, University of Oregon. 1971. 15 pages. ED 055 336 MF $0.65 HC $3.29.

    This review analyzes literature on educational accountability and performance contracting. It defines the concepts, describes individual contracts, discusses management systems, identifies testing and measurement problems, and probes legal aspects of performance contracting.

11. Giles, T. E., editor. Educational Accountability. Western Canada Educational Administrators' Annual Conference. (3rd, January 1972). Edmonton: Alberta Council on School Administration. 1972. 216 pages. ED 067 741 MF $0.65 HC $9.87. (Also available from Council on School Administration, Barnett House, 11010 142nd Street, Edmonton 50, Alberta, Canada. $5.00)

Various authors examine accountability from the respective viewpoints of students, teachers, administrators, trustees, and society. Aspects of accountability discussed include accountability in management, performance contracting in turnkey operations. PPBES, control of teacher performance through merit salaries, and involvement of professional and lay groups.

12. Hanson, Gordon, compiler. Accountability: The State of the Knowledge. Madison: Wisconsin State Department of Education. 1972. 12 pages. ED 070 146 MF $0.65 HC $3.29.

This bibliography cites articles, documents, and books on accountability.

13. Hanson, Gordon, and Gold, James. Accountability: A Bibliography. Denver: Cooperative Accountability Project, Colorado State Department of Education. 1973. 45 pages. ED 082 342 MF $0.65 HC $3.29. (Also available from State Educational Accountability Repository, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702: or from Cooperative Accountability Project, Colorado State Department of Education, 1362 Lincoln Street, Denver, Colorado 80203)

Hanson and Gold list documents on assessment and accountability.

14. Hegedus, Rita. Educational Vouchers. Dover: Division of Research, Planning, and Evaluation, Delaware State Department of Public Instruction. 1971. 14 pages. ED 048 674 MF $0.65 HC $3.29.

This report provides an overview of educational vouchers. Hegedus outlines a history of the voucher idea and discusses advantages and disadvantages of the voucher system.

15. Heneley, Stephen P. "Deterrents to Accountability." Paper presented at Western Canada Educational Administrators conference, Banff, Alberta. October 1971. 20 pages. ED 055 365 MF $0.65 HC 3.29.

16. Lessinger, Leon M. Every Kid a Winner: Accountability in Education. Chicago: Science Research Associates, Inc. 1970. 239 pages. ED 055 330 Document not available from EDRS.

Lessinger explains how school districts can use performance contracting to attack difficult educational problems and to meet the increasing demand for accountability. He lists the agencies involved in a performance contract, describes their roles, and presents examples of performance contracting in operation.

17. Lovin, Bill C. and Casstevens, Emery R. Coaching, Learning and Action. American Management Association, 1971, 169 pages.

This book is intended as a practical aid for people who do on-the-job coaching. They may have a variety of titles--supervisors, superintendents, hospital administrators, department heads, sales managers, district managers, general foremen, foremen--or they may have no titles at all. If you are a serious practitioner of on-the-job coaching or even just a student of its skills, this book is for you. Its purpose is to show you how to get better results from coaching. It is meant to be both a useful tool and an aid to understanding the various processes that make up the practice of coaching. It shows alternative strategies, methods, techniques, and devices for coaching so that these fundamentals can be easily understood and effective choices made.

The book can be used as a primary text for training sessions on coaching in industry, service organizations, governmental agencies, hospitals, and sales organizations. It can also be used as supplementary reading material for college classes in organizational behavior, personnel management, leadership, teacher training, and supervisory practices. Containing, as it does, a description of each of the most commonly used techniques and devices of coaching, it can also be used as a handbook or reference book. Portions of it, for example, might be read before an appraisal interview or a joint-planning conference. The result should be a more profitable interview through a keener awareness of the purposes and procedures of the entire coaching process.

18. McNeil, John D. "Supervision of Instruction: The Relationship of Theory and Practice to Accountability." Paper presented at Supervision of Instruction Symposium 3: Accountability and the Supervisor. April 1972.

Columbus: Ohio State Department of Education. 7 pages. ED 064 803 MF $0.65 HC $3.29.

McNeil analyzes frequently overlooked distinctions necessary in considering accountability plans and discusses recent tools for implementing teacher accountability.

19. McPhail, Augustine H. "Accountability: Will It Improve Education?" Paper presented at Conference on English Education. National Council of Teachers of English. St. Louis. April 1972. Jackson: Mississippi State Department of Education. 12 pages. ED 068 946 MF $0.65 HC $3.29.

This paper presents the case for accountability. It includes a history of accountability, definitions of important terms, and a bibliography.

20. Metos, Thomas, H., and Luty, Elanny T. An Accountability Approach Using Expectancy Criteria. 1973. 14 pages. ED 082 340 MF $0.65 HC $3.29.

If American schools are to be held accountable for student achievement, a reliable means of determining the difference between a child's actual achievement and his learning potential must be found. Metos and Luty examine a means of predicting student learning expectancy that could possibly be used as the basis for a teacher evaluation system.

21. Michigan State Department of Education. An Introduction to Guaranteed Performance Contracting: A Planning Guide. Lansing. 1971. 57 pages. ED 053 108 MF $0.65 HC $3.29.

This guide was developed to assist school district personnel in the use of Guaranteed Performance Contracting (GPC).

22. Mullen, David J., editor. Accountability. Athens: Georgia Association of Elementary School Principals. 1971. 94 pages. ED 057 507 MF $0.65 HC $3.29. (Also available from David J. Mullen, College of Education, University of Georgia, Athens, Georgia 30601. $2.00, Checks payable to Georgia Association of Elementary School Principals.

Five papers define and describe the need for accountability, comment on strategies such as PPBS, and present a practical model for accountability.

23. New York State Education Department. Performance Contracting in Elementary and Secondary Education. A Report Showing the Developments on a Nationwide Basis and the Implications for New York State. Albany: Division of Evaluation. 1970. 44 pages. ED 049 525 MF $0.65 HC $3.29.

This paper describes the historical development of performance contracting, discusses the first performance contracting experiment, cites reactions to performance contracting, and supplies supportive data.

24. Read, Bruce R. "Personnel Evaluation System." Austin, Texas: Education Systems Associates, Inc., 1974, 37 pages.

This publication provides persons a reference as they begin developing a performance-based personnel evaluation system. It includes a model, procedures, and basic guidelines for implementing a performance appraisal system.

25. Redferen, George B. "Evaluating Teacher Performance-Instructions and Discussion Guide" (a filmstrip and guide). Columbus, Ohio: School Management Institute, Inc., 1970, 18 pages. (Not available from EDRS)

This filmstrip and guide discuss the development of a performance-based personnel assessment system. It also provides a rationale for its recommendations.

26. Rhodes, Lewis A. "Educational Accountability: Getting It All Together." Paper presented at Texas Conference for Teacher Education. October 1970. 14 pages. ED 045 566 MF $0.65 HC $3.29.

Districts implementing a policy of accountability must take into account the fact that educators have little control over many external factors affecting individual learning. Rhodes argues that accountability can provide a management framework that deals realistically with both process and product.

27. Richburg, James R. "The Movement for Accountability in Education." Paper prepared for National Council for the Social Studies annual convention. Denver. November 1971. 12 pages. ED 058 145 MF $0.65 HC $3.29.

    Richburg defines educational accountability as a process of setting goals, making available adequate resources to meet those goals, and conducting regular evaluation to determine if the goals are met. He also presents problems related to accountability.

28. Roberson, E. Wayne, editor. Educational Accountability through Evaluation. Englewood Cliffs, New Jersey: Educational Technology Publications. 1971. 114 pages. ED 054 221 Document not available from EDRS. (Available from Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. $3.00)

    Several papers provide insight into some problems and solutions regarding educational accountability. Topics include needs assessment, PPBS, performance contracting, and program auditing.

29. Saretsky, Gary, and others. Accountability, a Bibliography. Bloomington: ERIC Clearinghouse on Reading, Indiana University. 1971. 16 pages. ED 055 757 MF $0.65 HC $3.29.

    This bibliography cites articles, books, and reports on accountability under twelve headings: general, technical assistance, needs assessment, management systems, change strategies, performance objectives, performance budgeting, staff development, comprehensive evaluation, program auditing, community involvement, and cost effectiveness.

30. Sigel, Efrem, and Sobel, Myra. Accountability and the Controversial Role of the Performance Contractors. A Critical Look at the Performance Contracting Phenomenon. 1971. 137 pages. ED 054 528 Document not available from EDRS. (Available from Knowledge Industry Publications, Tiffany Towers, Post Office Box 429, White Plains, New York 10602. $95.00 first copy, additional copies $45.00)

    Sigel and Sobel explore the evolution of accountability and performance contracting. Appendixes describe various contracts and profile contracting corporations.

31. Stucker, J. P., and Hall, G. R. The Performance Contracting Concept in Education. Santa Monica, California: The RAND Corporation. 1971. 81 pages. ED 050 496 MF $0.65 HC $3.29. (Also available from Communications Department, The RAND Corporation, 1700 Main Street, Santa Monica, California 90406. $3.00)

    This report explores the basic issues in performance contracting, traces the evolution of performance contracting, and discusses the concept as it is currently applied to education.

32. Stufflebeam, Daniel L. "The Relevance of the CIPP Evaluation Model for Educational Accountability." Paper presented at American Association of School Administrators annual meeting, Atlantic City, February 1971. Columbus: Evaluation Center, Ohio State University. 30 pages. ED 062 385 MF $0.65 HC $3.29.

The CIPP evaluation model was developed to provide timely information for decision-making. Stufflebeam describes the model, discusses the concept of accountability, and analyzes the potential of the CIPP model for meeting the information requirements of accountability.

33. Taylor, John E., and Smith, Robert G., Jr. "The General Concept of Managing for Educational Accountability." Paper based on presentation at Western Regional Research Coordinating Unit Directors conference, Squaw Valley, California, September 1970. Alexandria, Virginia: Human Resources Research Organization. 1972. 10 pages. FD 066 789 Document not available from FDRS. (Available from National Technical Information Service, 5258 Port Royal Road, Springfield, Virginia 22151. AD-753-154 MF $0.95 HC $3.00)

Taylor and Smith define project accountability, present background material on the concept, and examine assessment procedures related to accountability.

34. Tucker, Ellis E. Accountability in Education: A Bibliography. 1971. 21 pages. ED 055 990 MF $0.65 HC $3.29.

This bibliography cites journal articles dealing with various aspects of educational accountability.

35. Wallace, Richard C., Jr. and Shavelson, Richard J. A Systems Analytic Approach to Evaluation: A Heuristic Model and Its Application. Syracuse, New York: Eastern Regional Institute for Education. 1970. 53 pages. ED 058 292 MF $0.65 HC $3.29.

Wallace and Shavelson demonstrate the capabilities and limitations of systems analysis as applied to development of a program evaluation plan.

36. Wear, Maurice, and Basom, Myron. Accountability in Education. Educational Administration Workshop. Summer, 1970. Laramie: College of Education, University of Wyoming. 1970. 89 pages. ED 055 359 MF $0.65 HC $3.29.

Wear and Basom report the proceedings of a workshop on accountability. Topics include accountability at the national, state, and local levels; the application of PPBS to the concept of accountability; and evaluation of schools and staff.

37. Wescott, J. P. "Accountability and Management." Speech presented at Southern Association of College and Schools annual conference, Roanoke, Virginia. July 1971. 15 pages. ED 055 318 MF $0.65 HC $3.29.

This speech describes accountability and explains the utility of PPBS in implementing an accountability policy.

38. Young, Stephen. "Accountability and Evaluation in the 70's: An Overview." Paper presented at Speech Communication Association annual meeting. San Francisco. December 1971. 35 pages. ED 061 230 MF $0.65 HC $3.29.

Young discusses accountability and the effect it is having on American education. He includes performance contracting, vouchers, and alternative schools among the offshoot of the accountability movement.

FINANCIAL ACCOUNTABILITY

1. American Association of School Administrators. ERIC Abstracts: A Collection of ERIC Document Resumes on Program Budgeting and Cost Analysis. ERIC Abstract Series Number Five. Washington, D. C. 1970. 34 pages. ED 036 892 MF $0.65 HC $3.29. (Also available from American Association of School Administrators, 1201 Sixteenth Street NW, Washington, D. C. 20036 $2.00)

   This annotated bibliography includes ERIC abstracts on program budgeting and cost analysis materials announced in Research in Education through 1969.

2. American Association of School Administrators. ERIC Abstracts: A Collection of ERIC Document Resumes on Planning, Programming, Budgeting Systems. ERIC Abstract Series Number Twenty-five. Washington, D. C. 1973. 23 pages. ED 084 618 MF $0.65 HC $3.29. (Also available from American Association of School Administrators, 1201 Sixteenth Street NW, Washington, D. C. 20036 $2.00)

   This annotated bibliography reviews PPBS Literature announced in Research in Education from 1969 through 1973.

3. Duke, W. R. "Control of Accountability through Planning, Programming, Budgeting, Evaluation Systems." Paper presented at Western Canada Educational Administrators conference. Banff, Alberta. October 1971. 18 pages. ED 055 364 MF $0.65 HC $3.29.

   Duke outlines the concept of accountability, cites performance contracting as an external response to accountability, and examines the impact of PPBES in an accountable system.

4. Farquhar, John A. Accountability, Program Budgeting, and the California Educational Information System: A Discussion and a Proposal. Santa Monica, California: The RAND Corporation. 1971. 31 pages. ED 050 498 MF $0.65 HC $3.29. (Also available from Communications Department, The RAND Corporation, 1700 Main Street, Santa Monica, California 90406 $2.00)

   Farquhar calls for a new California Educational Information System more suited to the concept of accountability. Such a system would require definition to determine information needs, transitional mechanisms, legislative and economic frameworks, and a functional system design that translates needs into specifications for programming and testing.

5. Farquhar, John A. An Information System for Educational Management: Executive Summary. Santa Monica, California: The RAND Corporation. 1972. 30 pages. ED 067 730 Document not available from EDRS. (Available from Publications Department, The RAND Corporation, 1700 Main Street, Santa Monica, California 90406 $2.00)

   In this document, Farquhar summarizes six reports concerning design of an information system to aid the Los Angeles schools in implementing accountability and program budgeting.

6. National School Public Relations Association. PPBS and the School: New System Promotes Efficiency, Accountability. Education U. S. A. Special Report. Washington, D. C. 1972. 59 pages. ED 060 574 MF $0.65 HC not available from EDRS. (Available from National School Public Relations Association, 1201 Sixteenth Street NW, Washington, D. C. 20036. Stock Number 411-12810, $4.00)

   This report explores the pros and cons of PPBS as a management tool. The report gives specific examples of PPBS in use and describes steps in each phase of PPBS: planning, programming, and budgeting.

EVALUATION AND ACCOUNTABILITY

1. Alabama State Department of Education. "Report of Phase One of a Study to Determine the Quality of Teacher Education Programs in the State of Alabama." Montgomery, Alabama. July 1976. 143 pages. ED 129 716 MF $0.83 HC $7.35.

   The purpose of this study was to discover weaknesses and strengths in present teacher preparation programs in Alabama. Statewide committees made a survey of all teacher education programs in order to determine student requirements and regulations for entrance, retention, and completion. Competencies evaluated were: (1) Planning; (2) Instructional strategies; (3) Managerial competencies; and (4) Professional competencies. Teachers filled out self-evaluation forms, which were judged on the basis of the effectiveness of programs rather than the competency of the teachers. Employers evaluated teachers on ability to perform assigned duties. Some conclusions drawn from an analysis of results: (1) There are flaws in the educational programs in Alabama, although responses indicate most programs are doing a satisfactory or good job. (2) Judgment of the competencies taught best in the schools and those taught least effectively indicated that all education programs need strengthening. (3) Generally, administrators evaluated teachers higher than the teacher evaluated their preparation programs. The report includes tables on teachers' and administrators' evaluation scores and percent of total responses for each competency studied. Three appendices present the questionnaires prepared for this study and the responses to them as well as computer printouts of evaluations.

2. Alkin, Marvin C., and Klein, Stephen P. "Accountability Defined. Evaluating Teachers for Outcome Accountability." UCLA Evaluation Comment.3,3

May 1972. pages 1-11. University of California at Los Angeles. ED 668 495 MF $0.65 HC $3.29.

Alkin and Klein examine goal, program, and outcome accountability and consider three exemplary accountability schemes: the voucher plan, performance contracting with an external contractor, and performance contracting with a teacher. They argue that traditional teacher evaluation methods are not adequate and that teachers should be evaluated on the basis of student performance.

3. Berry, Dean F. The Politics of Personnel Research. Ann Arbor, Michigan. Bureau of Industrial Relations Graduate School of Business Administration. 1967. 283 pages. Not available from EDRS. (Available from the University of Michigan.)

   This book is a report on those firms that have had some experience in depth with personnel research and are experimenting with methods of managing this potentially contributive internal resource. Thus, the author's interest is equally in (1) the problems of applying behavioral research findings to the administration of organizations, (2) determining the conditions for conducting new behavioral research relevant to business management problems, and (3) developing strategies for using the research process as a change force in organizations.

4. Bhaerman, Bob. A Paradigm for Accountability, QUEST, Paper 12. Washington, D.C.: American Federation of Teachers. 1970. 10 pages. ED 041 870 MF $0.65 HC $3.29. (Also available from American Federation of Teachers, 1012 Fourteenth Street, N.W., Washington, D.C. 20005. $0.35)

   Bhaerman proposes a design to unite teacher evaluation, differentiated staffing, and inservice education into a continuous progress plan. This three-way design, he argues, could make the schools truly accountable.

5. Camden Public Schools. Assessment of Professional Performance. 39 pages. Not available from EDRS. (Available from Camden Public Schools, 737 Jefferson Drive, N.W., Camden, Arkansas 71701.)

   The Camden Assessment of Professional Performance Program accepts the assumption that evaluation should be a cooperative and continuous process undertaken to improve the instruction and to facilitate professional growth of the individual. With this assumption in mind the assessment program seeks improved educational outcomes through emphasis on the quality of the teaching act.

6. Castetter, William B., and Heisler, Richard S. Appraising and Improving the Performance of School Administrative Personnel. Philadelphia: Graduate School of Education, University of Pennsylvania. 1971. 82 pages. ED 060 540 MF $0.65 HC not available from EDRS. (Available from the Center for Field Studies, Graduate School of Education, University of Pennsylvania, Philadelphia, Pennsylvania 19104. $5.00.)

   This monograph deals with evaluation of school administrative personnel, integrating both new and established concepts of performance appraisal.

7. Culbertson, Jack A. "Evaluation of Middle-Administrative Personnel: A Component of the Accountability Process." Paper presented at American Association of School Administrators annual convention. Atlantic City. February 1971. 11 pages. ED 051 543 MF $0.65 HC $3.29.

   Culbertson believes that evaluation systems for elementary and secondary school principals should be designed with the explicit objectives of stimulating leadership and encouraging improvement efforts.

8. Cummings, L. L., and Schwab, Donald P. Performance in Organizations. Glenview, Illinois. 1973. 176 pages. Not available from ERDS. (Available from Scott, Foresman and Company, Glenview, Illinois.)

   In this book, the authors demonstrate that organizational productivity and performance can be improved by focusing on the determinates and on their evaluation and further development. The perspective is that improvement can best be accomplished by manipulating the major behaviorial determinates of performance, by utilizing accurate concepts and techniques of appraisal, and by designing performance utilization and appraisal systems to fit specific environments.

9. King, Bob and Jordan, Wayne. "Evaluation and Assessment of the Performance of Certificated Personnel." Fresno County Department of Education. Fresno, California. July 1972. 74 pages. ED 104 907 MF $0.76 HC $3.32.

   The Stull Bill, a legislated mandate for the evaluation and assessment of the performance of certified personnel of school districts in California, is looked on with mixed feelings. The booklet was prepared as a guideline with the point of view that the bill may lead to the possible improvement of the education made available to children. What is presented here is a suggested step by step method of personnel evaluation intended to meet the mandate. Steps are: the starting place, board resolution, task force liaison, general design, legality, tentative adoption, applicable goals, subgoals, objectives, clarification and agreement, and approval implementation. Appendices contain a skeleton plan, suggested forms, and timelines.

10. Krystal, Sheila and Henrie, Samuel. Educational Accountability and Evaluation, PREP-35. Washington, D. C.: National Center for Educational Communication, Office of Education, Department of Health, Education, and Welfare. 1972. 56 pages. ED 067 514 MF $0.65 HC $3.29. (Also available from Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402. Catalog Number HE 5, 212: 12087, $0.60)

    Krystal and Henrie treat educational accountability as a philosophy and as a means of introducing system into an educational enterprise. They discuss external and internal performance contracting, the voucher system, external audit or EPA, systems analysis, and PPBS. They also concentrate as an aspect of accountability.

11. Lewis, James, Jr. Appraising Teacher Performance. New York. 1973. 227 pages. Not available from ERDS. (Available from Parker Publishing Company, Inc., West Nyack, New York.)

According to the author, the present method of appraising the performance of educators in most schools in America appears to be dysfunctional and serves no useful purpose. Not only does it fall short of assessing adequately "true" performance, it makes it impossible to take corrective action for professional growth, improvement and development. "Furthermore, it has been a device used over the years to perpetuate the division between teachers and administrators."

This working guide provides the educator with everything he needs to implement School Management by Objectives (SMBO)--a new approach to evaluating and improving the performance of teachers and administrators at every level.

12. Lipsett; Rodgers, F. P.; Kentner, H. M. Personnel Selection and Recruitment. Boston: Allyn and Bacon, Inc. 1964, 308 pages. Not available from EDRS.

This book is designed for beginning personnel practitioners, students, and people whose responsibilities bring them into contact with the product of personnel selection--the potentially qualified job applicant. The presentation follows the chronological steps in the over-all selection process: recruiting applicants, evaluating application blank information, conducting interviews, investigating personnel, using tests, evaluating selection processes, and training those selected. Concrete examples of actual personnel programs in action are also presented, and in the chapters dealing with application blank information and interviewing "live cases," drawn from the day-to-day work of the authors, are described. These examples from life represent the general range of what the personnel worker might well encounter in everyday practice.

13. Minnesota State Department of Personnel. "Employee Appraisal System: A Supervisor's Manual." St. Paul, Minnesota. Civil Service Commission. October 1974. 44 pages. ED 099 591 MF $0.76 HC $1.95, plus postage.

The manual provides supervisors with both a reference as they assist employees in writing descriptions and developing performance indicators and with a guide for conducting performance appraisal interviews with employees. It contains the basic guidelines for the operation of the performance appraisal system, discussing such matters as how often performance appraisals should be conducted, when position descriptions should be revised and the disposition of the forms. The document encompasses three separate guides: one on writing position descriptions, one for performance indicators, and one on conducting the performance appraisal interview. In addition, worksheets to be used in critiquing responsibility and authority statements, a timetable, and a glossary are included.

14. Moonan, William J. "Personnel Research Instrumentalities for Measurement and Evaluation." Paper presented at the annual meeting of the Military Testing Association. Fort Benjamin, Harrison, Indiana. September 1975. 21 pages. ED 133 364 MF $0.83 HC $1.67, plus postage.

Which assessment models could be uniquely characterized and to develop assessment models and their associated computer programs which could be used for personnel research purposes. To these ends two aspects of assessment, measurement and evaluation, were identified. Their distinction was mainly in the process used to respond to the items of an assessment instrument. The parameters of the assessment models were identified. These were variously combined and operationalized into either measurement of evaluation models. The intention of this process was to make evaluation more measurement-like by using and developing evaluation models, for polychotomous response information, which were patterned after Rasch Latent-Trait Measurement Models. Also developed were some special models for use in decision making paradigms and for assessment situations for which an estimation sample does or does not exist. Analysis of these models and their associated data were provided by a system of computer programs called prime. In all, five programs were developed, illustrated, and documented. Applications of these models and computer programs to personnel research areas of the Navy Personnel Research and Development Center Research Program was discussed.

15. Orlosky, Donald E. "Teacher Competence: To Do What?" Paper presented at American Educational Research Association annual meetings. New Orleans. February-March 1973. 8 pages. ED 083 151 MF $0.65 HC $3.29.

    This paper investigates the theoretical bases of accountability, particularly as related to evaluating a teacher's effectiveness.

16. Robertson, J. Martin. "Personnel Evaluation in Vocational and Technical Education." Ohio State University. Columbus, Ohio. Center for Vocational and Technical Education. National Institute of Education. 1973. 39 pages. ED 089 078 MF $0.76 HC $1.95, plus postage.

    During the past few years vocational and technical education has been under increased pressure to account for expenditures and to justify programs. The purpose of this publication is to review and present information relative to the evaluation of personnel in vocational education in order to assist those responsible for evaluation in the selection and implementation of systematic, and effective methods of evaluation. Discussed in detail are: Planning for evaluation of personnel, criteria for personnel evaluation, measurement and data collection, and analyzing and reporting data. Emphasis is placed on the need for a systematic approach that will provide continuous feedback to improve the effectiveness of instruction in the vocational program. (For companion documents covering facilities evaluation, program evaluation, and student evaluation, see CE 000 988, CE 000 990, and CE 001 153.)

17. Smith, Howard P.; Brower, Paul J. Performance Appraisal and Human Development. Reading, Massachusetts: Addison-Wesley Publishing Company. 1977. 148 pages. Not available from EDRS.

This book reflects the combined experience of its authors and that of the Rohrer, Hibler and Replogle staff in enabling organizations to vitalize their manager development efforts through psychologically sound performance appraisal concepts and techniques. At RH&R, the staff believes that people are an organization's most important resource and that people are capable of increasing their effectiveness on the job by growing and learning new skills.

The authors show that performance appraisal and manager development are tightly linked together as part of the managing process whereby things get done through people. They tell why and how the performance appraisal ideas and methods of managers can either impede or stimulate the growth of subordinates.

18. Stanton, Erwin S. Successful Personnel Recruiting. New York: AMACOM, a division of American Management Associations. 1977. 214 pages. Not available from EDRS.

This book is intended for every professional, full-time personnel specialist responsible for providing staff support to other departments throughout his or her organization and who is concerned with developing better ways of recruiting, interviewing, and selecting applicants for a large variety of positions. Further, this book offers a tried, proved, and practical system to recruiting, interviewing, and selecting personnel successfully. These people should then be able to make a useful and worthwhile contribution to the organization that has employed them.

19. Surace, Cecily J. "The Human Side of Libraries." January 1969. 17 pages. ED 025 297 MF $0.76 HC $1.58, plus postage.

This paper discusses current trends in personnel management, with emphasis on performance standards and employee evaluation. Advances in personnel management from the Scientific Management Theory to the application of the "Human Side of Enterprise" Approach should be reflected in how library managers review personnel and operate their libraries. The Work Measurement and Job Description Methods for establishing standards and evaluating employees are being discarded in favor of Management by Objectives. Closely allied to Management by Objectives is Performance Appraisal by Results, a method of evaluation which involves the employee in a self-motivating and dynamic environment of commitment. Discussion and examples show that this performance appraisal technique is well suited for both personnel and departmental management in special libraries.

20. Wohlferd, Gerald. Quality Evaluation through Nomographs. Albany: New York State University System. 1970. 34 pages. ED 047 006 $0.65 HC $3.29.

A nomograph is a graphic method predicting student scores on standardized tests from information on student background and other variables. Using nomographs, schools can compare predicted and actual scores to determine school effectiveness.

21. Wesolowski, Zozislaw P. "A Humanistic Approach to Evaluation of Community College Non-Instructional Personnel." Florida. 35 pages. January 1974. ED 099 074 MF $0.76 HC $1.95, plus postage.

To fulfill the need to develop a system of performance evaluation of noninstructional personnel which would serve as a guide for personnel development as well as a measure of performance, an evaluation systems model was constructed. This project necessitated a study of the existing noninstructional personnel evaluation systems at all four- and two-year colleges in Florida which revealed that no two institutions followed a similar policy of evaluation. The proposed model is a composite of the reported procedures and depends on 10 rating factors: quality of work, knowledge of the job, initiative, aptitude and ability to learn, attention to duty, dependability, judgment, cooperation, and personality and attitude. It is intended to establish norms for performance which could be utilized in all Florida community colleges. The document includes a sample evaluation form and a guide for supervisors for the evaluation of performance.